

MATH PLANNING

1ST UNIT OF STUDY

2012-2013

He Grade Level: 2nd Grade

KCAS Addressed: 2.OA.3, 2.NBT.1, 2.NBT.2, 2.NBT.5

Tools: connecting cubes, calculators, 100 charts, dot cubes, coins

Vocabulary:

- **Unit 3:** order, total, addend, doubles, calculator, count, combination, equal groups, even, odd, nickel, penny, quarter, dime, tally marks, equation, plus sign, equal sign

[Link to Learning Targets Sheet](#)

[Link to Learning Target Self-Assessment](#)

KCAS	Learning Targets	*Gap Lessons Resources /Lessons	Formative Assessments
Investigations Unit 3 Stickers, Number Strings, and Story Problems			
2.OA.3 ★	I can determine whether a group of objects is odd or even.	<u>Investigation 3</u> 3.1 - 3.3 Evens and Odds	S3.3 – M23 Even/Odd Pattern Block Grab
2.NBT.1 ★	I can represent a three digit number with hundreds, tens, and ones.	<u>Investigation 4</u> 4.2 - 4.6 Place Value-SMARTBOARD Roll Three Digits	S4.4 – SAB p.72-73 Place Value Parade
2.NBT.2 ★	I can skip count by 5's, 10's, and 100's up to 500.	<u>Investigation 3</u> 3.4 – 3.7 <u>Investigation 4</u> 4.1 The Estimation Jar	S4.1 – SAB p. 63 Skip Count
2.NBT.5 ★	I can add and subtract fluently within 50 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	<u>Investigation 1</u> 1.1 – 1.6 <u>Unit 2: Investigation 1</u> 1.1A <u>Investigation 4</u> 4.3, 4.5 Two of Everything	Close to 100 Addition Fluency Subtraction Fluency Add. & Sub. Fluency Addition/ Subtraction

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Mathematical Practices: *Provide evidence of how students will demonstrate each of the mathematical practices.*

Problem Solve and Persevere	Attend to Precision	Provide Viable Argument
Model Mathematics	Reason Abstractly and Quantitatively	Repeated Reasoning
Look for and Make Sense of Structure		Tools

Classroom Routines	<u>Math Talks</u>

Assessments: *Identify the assessments given throughout the unit. Circle (F) for Formative assessments and (S) for summative assessments.*

Assessment Title: ⓕ S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:
Assessment Title: F S	Standard(s) Addressed:	Date Given:

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Assessment Title: F S	Standard(s) Addressed:	Date Given:
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Teacher Reflection	
What lessons do I need to revise?	
Are there any other resources I need for this unit?	
What were some concepts students struggled with?	
What are some concepts students excelled in?	

Interventions			
Concept	Activities from AAS Intervention Binder	MI2 Differentiation Guides	Extension Projects